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Embarc(ing) ON! *Setting Up for Success*

Embarc

Distanced/Remote Community Design

Teacher Guide

INTRODUCTION

Student Directions:
The student resources are student friendly versions of these teacher directions that can be copy and pasted in Google Classroom assignments (with a few adjustments). Be sure to read through them to make needed decisions or changes to fit your classroom.

Time Frame:
These activities can range from 1-2 days to quarter/yearly projects/procedures. Use a timeline and set up that will work well with your class(es)

Purpose: This guide is a flexible resource for teachers to create a classroom environment that honors student voice, sets students up for success in their Embarc class and in their other digital spaces, and begins to build a community of care and trust. It is designed with the assumption that many teachers will be using Google Classroom, so the directions in the Student Directions Guide are written in a way that a teacher can make minor adjustments to copy and paste into a post. However, there is complete freedom to remix these ideas in whatever way you feel will be best for your community. There is no specific order that these activities need to occur, and it's not necessary to do every activity. Again, simply use it as a guide.

Also, these lessons are designed to be used by any high school aged student. We know many teachers are working together on grade level teams at this time and wanted everyone to be able to utilize these resources across your teams if that makes sense for you.

You should make a copy of all Google Docs, Forms, Jamboard, and Drawings to edit accordingly and have access to student responses.

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Creating the Learning Environment

Setting the Scene

TEACHER NOTE:*Indicate to students that these setups are useful not only for their classes, but as professional practice. Many jobs have already been remote, and more will most likely move to that model. Understanding ways to work efficiently and professionally within these models can translate to future success in the workforce.*

Opportunity for Extension: *Ask students if they have had any internships, jobs, or participated in any programs that have been functioning virtually. What was that experience like? What were some things that worked well? Were there any challenges?*

Activity Title/Overview

WHAT'S THAT ON YOUR BACK?

Students design their background for online learning. They should be mindful of color, material, and decorative elements. Students share their creations live with a minute explanation.

TEACHER NOTES: Think around how you'd like students to share out. Will they do a live presentation? Will they use Flipgrid or Blendspace?

YOU'RE WEARING THAT AGAIN?

Students choose a "uniform". Students discuss the importance of space designation and the role that your attire can play in how you show up to a space. Students then decide on an article of clothing, style, or entire outfit that they will try to utilize consistently in their learning space.

TEACHER NOTES: Think around how you'd like students to share out. Will they do a live presentation? Will they use Flipgrid or Blendspace?

TWO FACED

Students either choose a picture of themselves or another picture that represents them to be their Gmail profile pic. Students create a signature to ensure all of their emails are signed professionally.

Students Share:

1. What did you choose?
2. Why did you choose it?
3. How do you think others will perceive your choice?

I'LL PENCIL YOU IN…

Students look at their school schedules and interests and design a weekly schedule that will account for the following:

1. Class time
2. Homework time

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3. Hobbies/Interests/Extracurriculars
4. Socialization
5. Self-Care

Students will decide on a medium in which to refer to the created schedule .

TEACHER NOTES: Consider having students share these in small groups or in one on ones. Allow space for feedback to help students craft a schedule that is realistic and also has some flexibility.

Encourage students to revisit these schedules for fit, to make adjustments to changes, and to evaluate effectiveness.

Creating the Learning Environment — Establishing Norms

TEACHER NOTE:
You may not need to design and protect the space. You could do a hybrid or build one out to fit your class.

Activity Title/Overview

DESIGNING THE SPACE

Students ideate around the purpose of the Embarc space by considering the following questions:

1. What are you excited about doing with Embarc this year?
2. What do you not want Embarc to look like this year?
3. What questions do you have about Embarc this year?

Use Jambord to allow students to add thought/ideas for each question. Find common themes within student adds and create a “mission statement” for your class or a list of no more than 4 agreements for the class.

These directions are general, so students can move through this activity as one class or can be broken into smaller groups and designated one page to look at.

If you are working with sophomore students, use this recruitment video to provide some context about Embarc to frontload this activity. You can also have your Embarc coach or staff member join this activity and encourage students to create 1-3 questions to ask based on the video or their own wonderings before beginning this activity.

KEEP THAT EMBARC ENERGY

INDIVIDUAL ACTIVITY:
Students will design around the core values. Teacher will share the core values and brief definitions and ask students for examples of each that may come to mind to encourage some cognitive links between abstract and pre-existing knowledge. Students will then decide to focus on a core value of strength or one that they would like to see themselves grow in more and create a virtual or physical representation of that core value and either how they shine within it or how they would like to grow within it.

Example: If a student wants to work on courage, maybe they use Jamboard to do a collage of pictures and gifs of people speaking out, exploring, and dancing in public. They have words from the definition and quotes encouraging the benefits of

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stepping out of their comfort zone.

TEACHER NOTES: Encourage students to get creative, they can use materials in their home to create real life representations to place in their work areas for inspiration and motivation. Decide how you would like students to share out their creations and keep this in mind if you decide to set up accountability crews. Maybe even jot down their strengths/growth areas to reference throughout the school year.

TEACHER NOTES: Encourage students to get creative, they can use materials in their home to create real life representations to place in their work areas for inspiration and motivation. Decide how you would like students to share out their creations and keep this in mind if you decide to set up accountability crews. Maybe even jot down their strengths/growth areas to reference throughout the school year.

Creating the Learning Environment

Creating Accountability Crews

TEACHER NOTE: *Think about how you want these crews to function for your class. How often will they meet, will you be on their email thread to encourage more accountability? How often will they meet with you? What will the structure of those meetings look like? What are some ways to build relationships in these meetings? This is an opportunity to work with your class and/or coach to set up a system or tracker to keep these groups functioning without requiring too much from you.*

Give some space to get meta about the skills being learned here. How can they follow them throughout highschool and beyond?

Activity Title/Overview

SELECTING YOUR ACCOUNTABILITY CREW

1. Students complete a survey about their goals, workstyle, communication style, and preferred partners. Students are put into groups of 3-4.
2. Students will set individual goals. These can be academic, social, core value based, and/or personal. Review SMART goals and work around creating initial ones.
3. Check-in protocol:
    a. Check-ins bi-weekly. Group determines whether to have one consistent leader, or rotate.
    b. Students answer the following questions via email thread initiated by leader:
        i. What goals have you made progress on/struggled with this week?
        ii. What has been a highlight since our last check-in?
        iii. What do you need support with?
        iv. Anything else you think is important for us to know?
4. Monthly (or quarterly) check-ins scheduled on Google Calendar with group and teacher. *teacher could add fun community connector or reflective question to meetings*

TEACHER NOTES: Consider pausing after personality quizzes are done to reflect on findings.

A Google Form has been created, however you will need to make a copy of it to share with your students. Consider the provided information when determining groups.

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Creating the Learning Environment — Hit the Ground Running

TEACHER NOTE: *Consider some other procedures that will need to be set at the beginning of the year. How can we frontload those to create ease for students throughout the year?*

Activity Title/Overview

SET THE TONE

Segway into how introductions can be a powerful way to set the tone for a new relationship. Students will use a template to introduce themselves to all of their teachers (and maybe admin) via email.

TEACHER NOTES:
The template is in read only. You may want to make a copy and then give each student a copy in Google Classroom so that they can make a master letter to copy/paste and change the teacher names as they send. Alternatively, you can encourage students to create their own email to introduce themselves.

Make a note on how this skill can be transferred to asking for letters of recommendations, jobs, networking, and life after high school.

Think about if you want students to CC you on one or all of the emails to check their formatting, and professionalism.

CLOSED MOUTHS DON'T GET FED

Students complete form to share their learning environment, needs, capacity, questions, fears, hopes, etc. with the teacher.

TEACHER NOTE: Keep in mind that as a mandated reporter, students may indicate things that have to be reported. Consider letting students know this in advance.

JOURNAL SET UP

Students will use a Google Doc set up for digital journaling. Students will be able to copy and paste the prompts and add responses to a template with a table to contents for easier navigation.

TEACHER NOTES: Create copies for your students in Google Classroom and walk through adding entries with them while live to field any questions.

Building Community — Student/Teacher Challenges

TEACHER NOTES: *Can be paired with Setting the Scene. Consider having prizes for winners of challenges to increase motivation.*

Activity Title/Overview

CHALLENGES

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Students and teachers sign up for challenges that will be monitored weekly, monthly, or quarterly. Some ideas:

- Tik Toc- will need to find relevant challenges and assign timeline *could be responsibility of student*)
- Habitshare- download app and “add friends” to help you track a habit you are trying to build
- Nike Run- download app and “add friends”. Embarc can set monthly challenges and participants can track their progress on the leaderboard
- Calm app- track meditation minutes, can snap picture of calendar and share
- Goodreads- students enter books read into app or website

Have students complete a survey to determine interest levels and gather new ideas.

Building Community — Community Connectors

TEACHER NOTES: *Can be paired with Establishing Norms*

Activity Title/Overview

WEEKLY COMMUNITY CONNECTOR

With students, determine a day for weekly (or biweekly) community connector. These can be posted as a Question. Students should respond via comment section or shared doc/slide. Ideas:

- Riddles
- Brain Teasers
- Trivia
- GIF/meme wars (can choose image or do a “caption this”)
- Prompts (questions, “show and tell”, Buzzfeed quizzes, etc.)

Tip- create these and schedule them in advance so that it doesn’t become a weekly burden

15 min STUDENT LED DISCUSSIONS

Studentsmust consider the following:

1. What topic would you like to discuss? Why?
2. How do you envision this discussion happening? Live, Google Question/Comments, Flipgrid, Gmail thread, etc.
3. What are three questions a facilitator could ask to keep this discussion going?
4. Would you be willing to facilitate this discussion? If not, why? What support would you need in order to facilitate it?

VIRTUAL ESCAPE ROOM

Teacher shares the screen as students (and teacher) work together to solve clues for the virtual escape room.

Building Community — Exploring Commonalities

TEACHER NOTES: *Can be paired with Creating Accountability Crews*

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Activity Title/Overview

SHARED INTEREST GROUPS

Students choose a topic of interest (Reality TV, Sports, Arts, etc.) and use a platform to chat. Ideas:

- Flipgrid
- Blendspace
- Email thread (create groups)

TEACHER NOTES: Students can communicate in theses spaces while you meet with accountability Crews. There is also an opportunity to have these groups collaborate on a mini project to share their interest and what they've learned together through slides, a "TEDTalk", demonstration, etc.

Building Community — Creating a Classroom Quilt

TEACHER NOTES: *Can be paired with Establishing Norms*

Activity Title/Overview

SEEING IS BELIEVING

Students add images and words to Jamboard to create a vision for the classroom they will have this year. Encourage students to use images and GIFs.

Stop and Reflect- After the vision is complete encourage students to reflect with the following questions

1. In looking at our collective vision, what do you anticipate our year looking like?
2. How do you feel this process can help us be successful this year?
3. Could you use something like this personally? What benefits do you think it could serve?

CHOOSE YOUR OWN ADVENTURE

For each of these options, you will need to run this activity live and share your screen. You can have students volunteer to make decisions/add words, or have an order in which you call on them. These could be done as fun "pick me ups" throughout the year.

Option 1:
Students add verbs, nouns, adjectives etc. to a MadLib generator to create a wacky story. Someone must then dramatically read said story live or post on Google Classroom or Flipgrid.

Opportunity for Reflection:

1. What does this game tell us about the importance of context?
2. Where might you see examples of people adding to the story or altering outcomes without having context?

THIS IS THE STORY THAT NEVER ENDS…

Someone begins a story as a Question Post and everyone adds to the previous piece as a comment to create a collective

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story. Someone must then dramatically read said story live or post on Google Classroom or Flipgrid. This could be done once at the beginning of the year, or quarterly.

TEACHER NOTES: For the first run of this, you can begin the story. Try to have an open ended beginning that can lend itself to various outcomes. It may be a good idea to have an order included in your post so that students know who to follow as they add to the story.

PASSION SHARE

Students and teacher create a 2-3 min video, picture, or story to share a passion or hobby. They must consider the following:

- Are you sharing a passion or a hobby? A passion could be a cause you are interested in, something you research a lot, or something that gets you excited to talk about. A hobby can be something you enjoy doing, a skill you have been building (or want to build), or an activity that you do frequently.
- How long has this been your passion and how often do you engage in it?
- What about this passion or hobby brings you joy?
- Do you have any examples of you in action?

Reflection:

1. How did you feel sharing something you are passionate about?
2. In what ways can communities come close by having the people within them share things that bring them joy?

TEACHER NOTES: Allow students to share live! Create your own mini project so that your students can learn something about you as well. Having class time to experience these interests as a class (i.e class readings, listening/watch parties, etc.) could create opportunities for connection and bonding.

OPPORTUNITIES FOR EXTENSION:

This project could be extended for students to allow them time to dig deeper into their area of interest and learn more around it. Their project can incorporate reflections on their discoveries. Time can be given in class for them to work on these "passion projects".

This project can also be used as a prequel to the Shared Interest Groups and can help create those groups.

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